

# **READING 300 LESSON PLAN**

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Title: <u><b>Salem's Lot - Comprehension</b></u>		Date: <u>Session 5; Week 3 March 1- April 21, 2011</u>	
Length of lesson (e.g., hours, days): <u>1 hour 15 min.</u>		Content area(s): <u><b>Comprehension of text (fiction)</b></u>	
NRS levels: <u>4/5</u>			
<b>Lesson Objective</b>		At the end of this lesson, students will be able to: <ul style="list-style-type: none"> <li>• Identify a writer's tone by examining word usage and connotation.</li> <li>• Practice dissecting character traits to be able to construct a deeper meaning from text.</li> </ul>	
Assessing mastery of the objectives		I will know that the lesson has been effective when my students can answer the following essential questions. <ul style="list-style-type: none"> <li>• What kind of "feeling" do I get when I read this text?</li> <li>• How does understanding a character help me get more meaning?</li> </ul>	The means of assessment will be (e.g., quiz, exit slips, learning log, etc.)  Independent character mapping  Explanation of their own characters  Development of their own characters
<b>Pre-teaching</b>	<ul style="list-style-type: none"> <li>• How I will make a connection between the content and my students</li> <li>• How I will draw on prior knowledge</li> <li>• How I will establish purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Who likes to read for fun?</li> <li>• Anyone like scary movies or vampire movies?</li> <li>• Ever heard someone say "the book was better than the movie."?</li> <li>• Anyone ever heard of Steven King?</li> <li>• Have students list movies/books of his they have seen/read.</li> <li>• Can anyone give me a description of some of the characters in his books/movies?</li> <li>• Remind students that good readers apply prior knowledge before they read.</li> </ul>	

Teaching				
	<ul style="list-style-type: none"> <li>Differentiation – Ways in which activities will be appropriate to different skills and preferences</li> </ul>	<p>Different content: Story is a “thriller” as compared to most text read in class</p>	<p>Different processes: Use of color to sort words; Encourage a social atmosphere among students to talk about the text; Allow some group work along with individual study, including reading aloud and silently.</p>	<p>Different products: Use of color overlays Use of graphic organizers</p>
	<p>Guided Practice –</p> <ul style="list-style-type: none"> <li>How I will provide opportunities for students to practice in the classroom so I know they understand (modeling)</li> </ul>	<ul style="list-style-type: none"> <li>Ask students to tell me the story of “Little Red Riding Hood.”</li> <li>Model character map on characters of story.</li> <li>Pick out their own words they use describing the story, jot them down to the side.</li> <li>Discuss those particular words as to what emotion they provoke.</li> </ul>		
	<p>Independent Practice</p> <ul style="list-style-type: none"> <li>How I will help students extend what they learned so they can do it without my help</li> </ul>	<ul style="list-style-type: none"> <li>Pass out “Salem’s Lot” and Character Maps to all students.</li> <li>Invite one or two students to be the board writers.</li> <li>Take turns reading the story out loud, stopping to discuss characters as encountered.</li> <li>Make sure students are filling out the maps successfully.</li> <li>Discuss characters when finished, who is main, narrator, secondary, etc.</li> <li>Have students sort their own descriptions into the +/- columns.</li> </ul>		

Post-teaching	<ul style="list-style-type: none"><li>• How I will check for understanding <i>during</i> the lesson (e.g., popcorn, thumbs up, etc.)</li><li>• How I will bring closure &amp; provide opportunities for reflection</li></ul>	<ul style="list-style-type: none"><li>• Student involvement should signify understanding – less talking probably means they are confused.</li><li>• Checking for the students making a connection to things they know (ex. <i>Twilight</i> movie)</li><li>• Pass out different short stories for students to read and construct their own character maps, if time allows.</li><li>• Have students tell me what the characters look like to them after discussing their personal traits.</li><li>• Ask students if they liked that story, and if they might consider reading a book before watching a movie next time.</li></ul>
	How learning can be extended at home	Students will write their own version of “what happens next” to the excerpt from “Salem’s Lot” to give them practice in development of characters and use of diction to provide positive or negative emotions. Minimum of 3 paragraphs.
Materials	Handouts from “Salem’s Lot” in Steck-Vaughn Pre-GED Reading Textbook, pages 26-31 Copies of an example of a character map Color overlays Different colored markers on white board for sorting purposes Flip chart if needed, for +/- word usage Individual short stories, if time allows	
Key vocabulary	Methodical – Orderly, slow and careful, deliberate  Synchronized – At the same time or at the same rate	
Use of technology (if appropriate)	N/A	

